

## Sonya Hall-Harris

---

**From:** Kia Waller  
**Sent:** Tuesday, July 08, 2014 5:05 PM  
**To:** Sonya Hall-Harris  
**Subject:** FW: 2013 Performance Review Process  
**Attachments:** Performance Appraisal Form for Non-Managers\_final 2.2.12.doc; Employee Self-Evaluation Form\_final 2.9.12.doc; Tips for writing the Self-Evaluation.doc; Performance Appraisal Form for Managers\_final 2 14 12.doc; Goal setting worksheet.doc

Hi Sonya,

Below and attached are the documents for the Performance Appraisal refresher.

*Kia Waller*

**HR Coordinator/Recruiting Administrator**

**Radio One**

*Radio One: The Urban Media Specialist*

1010 Wayne Avenue, 14th Floor | Silver Spring, MD 20910

Phone: 301.429.3276 | Fax: 301.628.5561 Email: [kwaller@radio-one.com](mailto:kwaller@radio-one.com)

*Do I need to print this e-mail? GO GREEN!*

The information contained in this message may be proprietary or contain private information and is for the intended addressee only. Any unauthorized use, dissemination of information, or copying of this message or any attachments is prohibited. If you are not the intended addressee, please notify the sender immediately and delete this message and all attachments

---

**From:** Jackie Kindall  
**Sent:** Monday, January 06, 2014 1:23 PM  
**To:** Amy Vokes; Chris Rossi; Chris Wegmann; Jay Stevens; Jodi Williams; John Soller; Joseph Isaksen; Linda Vilardo; Mike Plantamura; Peter Thompson; Alan Leinwand; Chris Wegmann; Chuck Williams; Douglas Abernethy; Eddie Harrell Jr.; Gary Spurgeon; Gary Weiss; Howard Mazer; Jeffrey Wilson; John Lewis; Kathy Stinehour; Linda Forem; Michael Taylor; Shawneen Thompson; Timothy P. Davies  
**Cc:** Human Resources  
**Subject:** 2013 Performance Review Process

*Please find below a draft of an email that will go out to all Radio Division employees regarding the 2013 performance appraisal timeline. Let me know if you have any questions or concerns. We are finalizing a shortened review form for part-time employees that we will send separately. Thanks*

Greetings and Happy New Year,

As stated in our employee handbook, to ensure a highly qualified and competent work force, supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, ongoing basis. Furthermore, it is the policy of the Company to conduct formal written performance evaluations at least once annually in order to provide supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

It is now time for us to launch our 2013 formal performance evaluation process for all regular full-time employees and regular part-time employees. The evaluation process serves as a tool to encourage communication and constructive feedback and to enhance employees' professional growth and development. The process begins with the employee's completion of a self-evaluation form for the review

period, following which the employee's supervisor prepares a written appraisal of the employee's performance for the same period.

The performance period for this review cycle is January 1, 2013 – December 31, 2013.

The forms are attached and are the same as last year's forms.

Here is the timeline:

### 2013 Performance Evaluation Timeline

Action	Dates
Employees write their individual self-evaluations	Jan 7 – Jan 22, 2013
Managers attend webinar on how to write specific, fair and concise performance appraisals	Jan 22 – Jan 30, 2013
Managers draft performance appraisals and obtain approval from their manager (next level up)	By Feb 12, 2013
Managers deliver performance appraisals to employees	By Feb 28, 2013
Managers and employees finalize goals for 2013	By Mar 7, 2013

If you have any questions, please contact a member of Human Resources. Thank you!

#### Jackie Kindall | Radio One

SVP, HR & Organization Development

1010 Wayne Avenue, 14th fl | Silver Spring, MD 20910

Phone: 301-429-4621 | Fax: 301-628-5541 | Email: [jkindall@radio-one.com](mailto:jkindall@radio-one.com)

---

**From:** Jackie Kindall

**Sent:** Friday, January 04, 2013 6:46 PM

**To:** Executive Committee Team Members

**Cc:** [HumanResources@radio-one.com](mailto:HumanResources@radio-one.com)

**Subject:** 2012 Performance Appraisal Process

*Please find below a draft of an email that will go out to all Radio Division employees regarding the 2012 performance appraisal timeline. Let me know if you have any questions or concerns. Thanks*

Greetings,

It is time to conduct performance appraisals for the 2012 calendar year. As many of you know, we believe that feedback is a very important driver for employee performance and engagement. It is critical that managers provide regular feedback throughout the year as well as a formal annual performance appraisal once a year to every employee.

As a reminder, the purpose of the annual performance appraisal is to:

- ❖ Review and prepare a formal statement of the employee's performance
- ❖ Improve job performance

- ❖ Recognize employee accomplishments and contributions by providing positive feedback and reinforcement
- ❖ Increase employee satisfaction and engagement
- ❖ Discuss the employee's developmental and future career goals
- ❖ Foster open dialogue between the employee and manager

The performance period for this review cycle is January 1, 2012 – December 31, 2012.

The forms are attached and are the same as last year's forms.

Here is the timeline:

## **Performance Appraisal Timeline**

### **2012 Performance Appraisal Timeline**

<b>Action</b>	<b>Dates</b>
Employees write their individual self-evaluations	Jan 8 – Jan 22, 2013
Managers draft performance appraisals and obtain approval from their manager (next level up)	Jan 23 – Feb 12, 2013
Managers attend webinar on how to write specific, fair and concise performance appraisals	Jan 23 – Jan 29, 2013
Managers deliver performance appraisals to employees	By Feb 19, 2013
Managers and employees finalize goals for 2013	By Feb 28, 2013

If you have any questions, please contact the Human Resources Department.

Thank you!

**Radio One**  
**Performance Appraisal Form for Non-Managers**

(Use this form to evaluate employees who do not have direct supervisory responsibilities)

**Employee:** \_\_\_\_\_ **Date of Appraisal:** \_\_\_\_\_  
**Title:** \_\_\_\_\_ **Performance Period:** \_\_\_\_\_  
**Manager:** \_\_\_\_\_ **Market/Department:** \_\_\_\_\_

**JOB RESPONSIBILITIES:**

Please briefly summarize the employee's job responsibilities.

**JOB RELATED RESULTS:**

Evaluate the employee's results during this review period based on established goals, assigned projects and/or overall job responsibilities. Include specific metrics where possible.

Goal/Responsibility:  Expected Completion Date:	Result:
Goal/Responsibility:  Expected Completion Date:	Result:
Goal/Responsibility:  Expected Completion Date:	Result:
Goal/Responsibility:  Expected Completion Date:	Result:

Goal/Responsibility:	Result:
Expected Completion Date:	

**RATING:** Assign a rating of the performance of the goals, assigned projects and/or specific job responsibilities listed above. Refer to the last page for detailed performance rating definitions.

<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Above Average</b>	<b>Outstanding/Exceptional</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## COMPETENCIES:

Review each competency and the corresponding description. Select the statement that best describes the employee's performance for each competency. If a particular competency does not apply based on the employee's position, please indicate by "N/A". Competencies rated as "Unsatisfactory" or "Outstanding/Exceptional" must be supported with specific examples.

**Accountability:** The extent to which an individual accepts responsibility for actions, decisions and tasks. This competency asks the question "How do you look at responsibility for your work and actions and how well can you be depended upon?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
Too often does not accept responsibility for work performed or missed deadlines. Passes blame to others or outside influences.	Takes account for a small quantity of the work performed. Has been known to refuse to account for his/her actions and place blame on others or outside influences.	Regularly takes account for the work performed. Rarely refuses to account for his/her actions.	Takes account for the majority of the work performed. Very rarely refuses to account for his/her actions.	Pro-actively takes responsibility for actions and work performed, and does not hesitate to do so.

### Specific Examples:

----------------------

**Self Management and Initiative:** The ability of the individual to prioritize, plan and then reach a goal or perform a task with little supervision or direction, and to take action without being prompted to do so in order to solve an issue or achieve results, once competent in the skill. This competency asks the question "How successful are you at anticipating needs and achieving results on the basis of your own initiative?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
Has not demonstrated an ability to act on his/her own initiative to prioritize, plan and reach a goal or perform a task with minimal supervision or direction.	Has demonstrated a substandard level of ability to act on his/her own initiative to prioritize, plan and reach a goal or perform a task with minimal supervision or direction.	Has demonstrated an appropriate level of ability act on his/her own initiative to prioritize, plan and reach a goal or perform a task with minimal supervision or direction.	Has demonstrated an above average level of ability to act on his/her own initiative to effectively prioritize, plan and reach a goal or perform a task with minimal supervision or direction.	Has consistently demonstrated a high level of ability to act on his/her own initiative to effectively prioritize, plan and reach a goal or perform a task with minimal supervision or direction.

### Specific Examples:

----------------------

**Communication:** The extent to which the employee communicates face-to-face, on the phone (verbally) and in written form (this includes email) with economy and clarity by: actively engaging in conversations in order to clearly understand others' message and intent; listening; receiving and processing feedback; and developing and editing concise written communication. Also, understanding that email is not communication, but simply sharing information. This competency asks the question "How well do you communicate in order to effectively convey information?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/Exceptional <input type="checkbox"/>
Has not demonstrated the ability to send verbal messages, listen to others' responses, and write concise, clear letters, reports, articles, or emails in order to convey information effectively.	Has demonstrated a substandard ability to send verbal messages, listen to others' responses, and write concise, clear letters, reports, articles, or emails in order to convey information effectively.	Has adequately demonstrated the ability to send verbal messages, listen to others' responses, and write concise, clear letters, reports, articles, or emails in order to convey information effectively.	Has demonstrated an above average ability to send verbal messages, listen to others' responses, and write concise, clear letters, reports, articles, or emails in order to convey information effectively.	Has consistently demonstrated a strong ability to send verbal messages, listen to others' responses, and write concise, clear letters, reports, articles, or emails in order to convey information effectively.

**Specific Examples:**

**Interpersonal Skills, Teamwork and Collaboration:** The ability and willingness of the individual to develop positive relationships, work with others in order to agree on a common goal, and manage his/her emotions in the workplace. This competency asks the question "How effectively do you relate with others and does your behavior foster cooperation and collaboration?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/Exceptional <input type="checkbox"/>
Has not demonstrated the ability to develop and maintain positive relationships and reach solidarity with others while managing emotions effectively.	Has demonstrated a substandard level of ability to develop and maintain positive relationships and reach solidarity with others while managing emotions effectively.	Has demonstrated an appropriate level of ability to develop and maintain positive relationships and reach solidarity with others while managing emotions effectively.	Has demonstrated an above average level of ability to develop and maintain positive relationships and reach solidarity with others while managing emotions effectively.	Has consistently demonstrated a high level of ability to develop and maintain positive relationships and reach solidarity with others while managing emotions effectively.

**Specific Examples:**

**Time Management, Productivity and Work Ethic:** The ability of the individual to effectively handle multiple/complex assignments in a timely manner while being diligent and reliable. This competency asks the question "How efficient, diligent and productive are you in the utilization of available working time to produce the desired results?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/Exceptional <input type="checkbox"/>
Has not demonstrated an ability to effectively multi-task, utilize available time for the completion of necessary job tasks, or an appropriate level of diligence and reliability.	Has demonstrated a substandard level of ability to effectively multi-task, utilize available time for the completion of necessary job tasks, and/or a substandard level of diligence and reliability.	Has demonstrated an appropriate level of ability to effectively multi-task and utilize available time for the completion of necessary job tasks, and an appropriate level of diligence and reliability.	Has demonstrated an above average level of ability to effectively multi-task and utilize available time for the completion of necessary job tasks and an above average level of diligence and reliability.	Has consistently demonstrated a high level of ability to effectively multi-task and utilize available time for the completion of necessary job tasks and a high level of diligence and reliability.

**Specific Examples:**

**Customer Orientation:** Implies a desire to serve both external and internal clients by focusing effort on meeting the client's needs, understanding their concerns, and seeking to build trust. This competency asks the question "How well do you understand the viewpoint and objectives of the client and attempt to build and maintain long-term relationships with the client?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/Exceptional <input type="checkbox"/>
Has not demonstrated a desire to serve clients by focusing effort on meeting their needs, understanding their concerns, and seeking to build trust.	Has demonstrated a substandard level of desire to serve clients by focusing effort on meeting their needs, understanding their concerns, and seeking to build trust.	Has demonstrated an appropriate level of desire to serve clients by focusing effort on meeting their needs, understanding their concerns, and seeking to build trust.	Has demonstrated an above average level of desire to serve clients by focusing effort on meeting their needs, understanding their concerns, and seeking to build trust.	Has consistently demonstrated a high level of desire to serve clients by focusing effort on meeting their needs, understanding their concerns, and seeking to build trust.

**Specific Examples:**



**Judgment, Creativity and Problem Solving:** The ability of the individual to form sound or innovative opinions or make decisions by evaluating both available and abstract information. This competency asks the question "How well do you work with information to make sound decisions?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/Exceptional <input type="checkbox"/>
Has not demonstrated the ability to work with information to form sound and innovative opinions or make decisions by evaluating available information.	Has demonstrated a substandard level of ability to work with information to form sound and innovative opinions or make decisions by evaluating available information.	Has demonstrated an appropriate level of ability to form sound and innovative opinions or make decisions by evaluating available information.	Has demonstrated an above average level of ability to form sound and innovative opinions or make decisions by evaluating available information.	Has consistently demonstrated a high level of ability to work with information to form sound and innovative opinions or make decisions by evaluating available information.

**Specific Examples:**

**Quality of Work, Technical Ability and Adherence to Standards:** The ability of the individual to deliver thorough, accurate and complete work products that conform to accepted standards, policies and procedures. This competency asks the question, "How well do you understand standards and requirements, and deliver complete and accurate work products consistent with such?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/Exceptional <input type="checkbox"/>
Has not demonstrated the ability to deliver complete, error free work that conforms to standards.	Has demonstrated a substandard level of ability to deliver complete, error free work that conforms to standards.	Has demonstrated an appropriate level of ability to deliver complete, error free work that conforms to standards.	Has demonstrated an above average level of ability to deliver complete, error free work that conforms to standards.	Has consistently demonstrated a high level of ability to deliver complete, error free work that conforms to standards.

**Specific Examples:**

**Flexibility, Adaptability and Versatility:** The ability and willingness of the individual (irrespective of personal comfort) to change, learn new tasks and adapt to new situations. This competency asks the question, "How willing and able are you to adapt to change?"

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Needs Improvement</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>	<b>Above Average</b> <input type="checkbox"/>	<b>Outstanding/Exceptional</b> <input type="checkbox"/>
Has not demonstrated the willingness and ability to adapt to change.	Has demonstrated a substandard level of willingness and ability to adapt to change.	Has demonstrated an appropriate level of willingness and ability to adapt to change.	Has demonstrated an above average level of willingness and ability to positively adapt to change.	Has consistently demonstrated a high level of willingness and ability to positively adapt to change.

**Specific Examples:**

**OPPORTUNITIES FOR IMPROVEMENT & DEVELOPMENT:**

Identify areas needing improvement and opportunities for professional development during the upcoming review period; include the action plan necessary in order to achieve the desired outcome, and the expected result. Focus on the actions that can be taken to improve performance and support continued professional development.

Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:
Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:
Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:
Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:

**OVERALL PERFORMANCE RATING:**

Assign an overall performance rating for this review period based on the employee's performance of overall job responsibilities, competencies, special projects and other assigned goals. Be sure to factor in the performance for the entire year, not just recent events. Refer to the last page for detailed performance rating definitions.

- ☐ **Outstanding/Exceptional** – Performance consistently far exceeds job requirements.
- ☐ **Above Average** – Performance consistently meets and frequently exceeds job requirements.
- ☐ **Satisfactory** – Performance fully meets job requirements.
- ☐ **Needs Improvement** – Performance meets some, but not all, job requirements.
- ☐ **Unsatisfactory** – Performance is well below job requirements.

**Note:**

If an employee receives an Unsatisfactory or Needs Improvement rating please consult with HR. At a minimum, a Performance Improvement Plan ("PIP") must be written within 15 business days. If significant improvement is not recognized, termination of employment may result.

**SIGNATURES:**

**Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**2<sup>nd</sup> Level Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Note:**

Both levels of management should sign and date the form before it is reviewed with the employee.

**EMPLOYEE COMMENTS:**

Please feel free to provide comments in response to any portion of the performance appraisal feedback.

## **Performance Rating Definitions**

**Outstanding/Exceptional** - Truly superior performance that results in extraordinary and exceptional accomplishments with significant contributions to objectives of the department, division, market or company. Performance consistently far exceeds job requirements, expectations and other key objectives of the position. Makes significant contributions well beyond normal job responsibilities. Goes above and beyond the expectations of the position on a regular basis. Is an excellent self- manager and a role model for others. Provides leadership, fosters teamwork, is highly productive, accountable, goal oriented, responsive and generates top quality work. Contributes in a superior manner to innovations, both technical and functional. Active in industry-related professional and/or community groups.

**Above Average** - Performance consistently meets and frequently exceeds all relevant performance standards. Often generates results above those expected of the position and exceeds performance objectives on a regular basis. Employee is making a valuable contribution to the company. Shows strong initiative and versatility, works collaboratively, has strong technical & interpersonal skills.

**Satisfactory** - Performance meets all the key requirements/expectations and key objectives of the position. Good performance that may, on occasion, exceed expectations. Employee is competent and is satisfactorily performing the job. Meets all relevant performance standards. Seldom exceeds or falls short of desired results. Solid performer.

**Needs Improvement** - Performance does not adequately accomplish objectives nor fulfill all responsibilities, key requirements/expectations and objectives of the position. Sometimes meets the performance standards. Seldom exceeds and often falls short of desired results. Progress is being made, but improvement is necessary. This performance level may be the result of a new or inexperienced incumbent on the job, or an incumbent not responding favorably to instruction. Performance must improve within a designated time period.

**Unsatisfactory** - Performance fails to meet the minimum requirements/expectations and objectives of the position. Lowest performance level which is clearly unacceptable and well below expectations. Employee does not accomplish most or all position objectives and consistently falls short of performance standards. Situation requires immediate review and action. Possible separation or reassignment is in order without significant and immediate performance improvement.



## **QUICK TIPS FOR AN EFFECTIVE EMPLOYEE SELF-EVALUATION**

The Self-Evaluation is an important part of the performance appraisal process because it gives you, the employee, an opportunity to provide feedback regarding your performance and to participate directly in your performance appraisal.

Below are some tips that will help ensure that your Self-Evaluation is effective.

### **Focus on the Entire Year**

Be sure to consider the entire performance period when responding to the specific questions on the Self-Evaluation. Include accomplishments, feedback (written or verbal) from customers or peers, goals you met or did not meet, things you want to improve on, training you have attended and teams or committee work you have participated in during the entire performance period.

### **Be Honest and Objective**

Honesty and objectivity are important. Always be truthful and honest when describing your accomplishments or areas for improvement. Do not exaggerate or downplay your achievements or areas for improvement. If there were job responsibilities, goals or objectives that you did not accomplish, discuss what you learned or what you will do differently during the new appraisal year. Show your supervisor that you have the ability to critically review your own work.

### **Be Concise**

Keep in mind that your manager may have more than one Self-Evaluation to read. Be brief. Do not overwhelm your manager with too much information.

### **Be Specific**

Support statements about your accomplishments or areas for improvement with specific examples. A good rule of thumb is to include 2 – 3 examples to support your statements. The examples should illustrate specific actions you took or specific behavior you demonstrated. For example, "I resolved 95% of listener complaints within 24 hours" is better than saying "I was very customer oriented."

### **Be Proactive by Focusing on Your Development**

Take the lead on suggesting ways to overcome any problems faced during the performance period. Make note of specific short-term and long-term goals that you believe will help further your professional development.

### **Proofread**

Before submitting your Self-Evaluation to your supervisor, review it to make sure that there are no spelling or grammatical errors. Also review it to make sure that it is clear and concise. Remember, keep it specific and concise.

### **Be Open to Feedback**

There are times when a manager's perception of an employee's performance differs from that of the employee. Remember that your manager's intent in providing you feedback via the performance appraisal process is to help you continue to grow and develop professionally. Be open to your manager's feedback even if it differs from your own perception of your performance. Use this time to focus on your individual success and professional development needs. Your manager is there to assist you!

## Individual Performance Goals Worksheet

(Use this form to document goals for all employees and managers)

**Employee:** \_\_\_\_\_ **Effective Date:** \_\_\_\_\_  
**Title:** \_\_\_\_\_ **Performance Period:** \_\_\_\_\_  
**Manager:** \_\_\_\_\_ **Market/Department:** \_\_\_\_\_

### SMART Goals (Specific, Measurable, Attainable, Results-Oriented and Time-Bound)

Establish goals for the upcoming review period. For each goal, describe the expected end result and indicate quantity, quality, time frame, percentages, key milestones or other specific measures. Be sure to provide clarity around what success looks like and how will it be measured. Include the developmental goals from the performance appraisal form for the prior review period as well. SEE INSTRUCTIONS ON PAGE 2 & 3.

Goal:	Expected Results:   Expected Completion Date:
Goal:	Expected Results:   Expected Completion Date:
Goal:	Expected Results:   Expected Completion Date:
Goal:	Expected Results:   Expected Completion Date:
Goal:	Expected Results:   Expected Completion Date:
Goal:	Expected Results:   Expected Completion Date:



## ***Guidelines and Instructions***

Planning and goal setting is the first phase of the performance management cycle and is a critical component in ensuring that employees are focused on results. Setting goals for each employee also verifies their own responsibility in the process. Establishing goals and managing to those goals will assist you, the manager, with writing and delivering the annual performance reviews next year. In addition, setting stretch goals for employees can help to ensure that they continue to grow and develop professionally.

### **What are SMART Goals?**

- Goals, in general, are statements of end results expected within a specified period of time. They should encompass more than the standards of performance established for an employee's position.
- SMART Goals are:

<b>S</b>	<b>SPECIFIC</b>
<b>M</b>	<b>MEASURABLE</b>
<b>A</b>	<b>ATTAINABLE</b>
<b>R</b>	<b>RESULTS-ORIENTED</b>
<b>T</b>	<b>TIME-BOUND</b>

**Specific** - A specific goal has a much greater chance of being accomplished than a general goal. To assist you in developing specific goals, include the following in each goal:

- \*Who: Identify who is involved.
- \*What: Describe what needs to be accomplished. Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.
- \*When: Establish a time frame.
- \*Which: Identify requirements and constraints.
- \*Why: State the specific reasons, purpose or benefits of accomplishing the goal.
- \*How: Outline how the goal is going to be accomplished.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club by May 31 and workout 3 days a week in order to lose 15 pounds by year end."

**Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. Measuring progress on a regular basis helps the employee stay on track, reach his/her target dates, and achieve success.

To determine if the goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

**Attainable** - Goals are more easily attained when the steps are planned wisely and a time frame is established that allows the employee to keep on track. Be sure that the goals are realistic and not out of reach. Obtaining input from the employee will help to ensure that he/she is as invested in the attainment of the goal as you are.

Test the goal to see if it is attainable by determining 1) if others have accomplished something similar in the past, and 2) what conditions have to exist in order for the goal to be accomplished.

**Results-Oriented** - To be results oriented, the goal must include a clear outline of the expected results so that the expected outcome and impact of the goal is clear to you and the employee. Also, be sure that every goal represents substantial progress.

**Time-Bound** - A goal should be grounded within a time frame. Without a specific time frame, there may be a lack of urgency. For example, if you set a goal that says you want the employee to improve his/her customer service skills within the performance year, the employee may not begin to take action on this goal until the third or fourth quarter of the review period. Setting a specific timeframe provides the necessary clarity and incentive for the employee to begin focusing on the results when you expect him/her to do so. Also, embedding key milestones within the timeframe will help the employee keep on track and remain focused.

#### **When are goals set?**

- Goals should be set at the beginning of each performance cycle. Our new performance cycle is from April 2008 – March 2009 (except for employees who are employed under an employment agreement).

#### **Who sets the goals?**

- You, as the manager, set the goals but are strongly encouraged to engage the employee in the goal setting process.

#### **What are key questions to ask yourself when setting goals?**

- What would help the employee perform at his or her highest level?
- What are a few good stretch goals for the employee?
- What are the overall goals for your department and how do the individual goals of the employee support the department's goals?

#### **How many goals should each employee have?**

- Usually 4 - 6.

#### **May they be revised?**

- Remember to revisit established goals at least quarterly and change expectations as applicable in conjunction with current business needs.
- Goals may be carried forward from the previous year, revised, added or deleted during the review period as necessary.

#### **Who should have an individual goals worksheet?**

- All employees are required to have an individual goals worksheet.

# Radio One Employee Self-Evaluation Form

**Employee:** \_\_\_\_\_ **Date of Appraisal:** \_\_\_\_\_  
**Title:** \_\_\_\_\_ **Performance Period:** \_\_\_\_\_  
**Manager:** \_\_\_\_\_ **Market/Department:** \_\_\_\_\_

Describe your key accomplishments during the performance period:

List key obstacles you met in accomplishing your job and workplace goals:

List what you consider to be your strengths that help you perform your job:

List objectives/goals you wish to accomplish during your next evaluation period:

List what you consider to be your areas for improvement/further development:

List things your manager/supervisor can do to help you achieve future goals and objectives:

Additional Comments:

**SIGNATURE:**

**Employee:**

**Date:**

**Radio One**  
**Performance Appraisal Form for Managers**  
(Use this form to evaluate employees who have direct supervisory responsibilities)

**Employee:** \_\_\_\_\_ **Date of Appraisal:** \_\_\_\_\_  
**Title:** \_\_\_\_\_ **Performance Period:** \_\_\_\_\_  
**Manager:** \_\_\_\_\_ **Market/Department:** \_\_\_\_\_

**JOB RESPONSIBILITIES:**

Please briefly summarize the employee's job responsibilities.

**JOB RELATED RESULTS:**

Evaluate the employee's results during this review period based on established goals, assigned projects and/or overall job responsibilities. Include specific metrics where possible.

Goal/Responsibility:	Result:
Expected Completion Date:	
Goal/Responsibility:	Result:
Expected Completion Date:	
Goal/Responsibility:	Result:
Expected Completion Date:	
Goal/Responsibility:	Result:
Expected Completion Date:	

Goal/Responsibility:	Result:
Expected Completion Date:	

<b>RATING:</b> Assign a rating of the performance of the goals, assigned projects and/or specific job responsibilities listed above. Refer to the last page for detailed performance rating definitions.				
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Above Average</b>	<b>Outstanding/Exceptional</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## COMPETENCIES:

Review each competency and the corresponding description. Select the statement that best describes the employee's performance for each competency. If a particular competency does not apply based on the employee's position, please indicate by "N/A". Competencies rated as "Unsatisfactory" or "Outstanding/Exceptional" must be supported with specific examples.

**Team Building:** The ability of the employee to help ensure that team members are invested in team activities and decisions, and that the team works together to achieve its goals. This competency asks the question "How well do you work to build and maintain team cohesion?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
Has failed to bring together uncooperative individuals for team efforts.  Does not give clear goals and instructions to employees.	Needs to increase ability to develop and supervise teams.  Should encourage more cooperation in the department and throughout the organization.	Team meets goals in a timely manner and works well together.  Promotes cooperative efforts.	Develops very cooperative teams that often exceed their goals.  Has instilled high standards and expectations for team performance.	Organizes and develops high performing teams that serve as role models for teamwork and cooperation.

### Specific Examples:

**Communication:** The extent to which the employee communicates face-to-face, on the phone (verbally) and in written form (this includes email) with economy and clarity by: actively engaging in conversations in order to clearly understand others' message and intent; listening; receiving and processing feedback; and developing and editing concise written communication. Also, understanding that email is not communication, but simply sharing information. This competency asks the question "How well do you communicate in order to effectively convey information?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
Unable to communicate goals and expectations effectively.  Fails to listen to ideas from others.	Needs to work on expressing thoughts and instructions more clearly and concisely.  Sometimes misinterprets others due to inactive listening.	Thoughts and instructions are delivered in a clear and concise manner.  Very rarely is involved in miscommunication.	Is an effective spokesperson.  Fosters open communication with ease.  Is an active listener.	Demonstrates excellent skill at communicating ideas, information and instructions.  Extremely articulate.

### Specific Examples:

**Human Resources and Performance Management Skills:** The ability of the employee to attract, develop and retain a talented and diverse team by: hiring the best candidates, defining goals that are aligned with the company's goals, clearly outlining key responsibilities and expectations, identifying developmental needs, providing regular structured feedback, providing rewards and recognition, coaching and mentoring, maintaining high performance and effectively dealing with identified non-performance. This competency asks the question "How well can you lead your team to achieve desired outcomes by maintaining high performance and effectively dealing with identified non-performance while creating and maintaining a positive work environment?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
<p>Ineffective at attracting candidates.</p> <p>Does not provide effective feedback to address non-performance, positive feedback, direction, recognition or rewards to employees.</p> <p>Does not document performance or provide performance appraisals to employees.</p> <p>Employees have low morale.</p>	<p>Has difficulty attracting candidates in a timely manner.</p> <p>Often avoids providing feedback regarding non-performance issues, and rarely provides recognition and rewards to employees.</p> <p>Needs to improve quality of documentation and performance appraisals.</p> <p>Employees demonstrate inadequate self-management skills.</p>	<p>Demonstrates skill at finding qualified candidates.</p> <p>Provides an appropriate level of constructive and positive feedback, rewards and recognition. Promptly addresses identified non-performance.</p> <p>Encourages employee development.</p> <p>Employees have good morale and are developing as self-managers.</p>	<p>Attracts and selects highly qualified candidates.</p> <p>Goes beyond what is required to develop opportunities for top performers and address non-performance.</p> <p>Is viewed as a resource by employees.</p> <p>Most employees are strong self-managers.</p>	<p>Attracts and hires only the best.</p> <p>Has a proven track record of developing high performers who routinely excel.</p> <p>Champions rewards and recognition efforts.</p> <p>Accepts nothing less than excellent self-management from employees.</p>

**Specific Examples:**

**Conflict Management & Resolution:** The knowledge, understanding and ability to manage and resolve conflict using the enhanced versatility skills of changing one's own behavior to meet others needs and allowing others their feelings and perceptions. This competency asks the question "How well do you manage and resolve conflict?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
<p>Does not demonstrate the ability to be versatile in order to resolve conflict.</p> <p>Insensitive to the feelings of others.</p>	<p>Needs to exhibit more diplomacy and tact while resolving conflicts.</p> <p>Often avoids conflict to the point of detriment.</p>	<p>Handles conflict appropriately.</p> <p>Displays confidence in resolving conflicts.</p>	<p>Is able to diffuse very volatile situations at an early stage.</p>	<p>Is a model for diplomacy and versatility.</p> <p>Produces superior solutions to complex conflicts requiring expert skill level.</p>

**Specific Examples:**



**Planning, Organizational and Administrative Skills:** The ability of the employee to competently: develop, implement, and manage operational and strategic directives, budgets and initiatives, while always anticipating potential pitfalls before implementation; run effective meetings; manage departmental records and other documentation; and organize the his/her workload as well as the workload of his/her department competently by multi-tasking, consolidating, prioritizing and effectively managing time. This competency asks the question "How well do your organizational, planning and administrative skills improve productivity to help you and your team execute short-term and long-term goals?"

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Needs Improvement</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>	<b>Above Average</b> <input type="checkbox"/>	<b>Outstanding/Exceptional</b> <input type="checkbox"/>
<p>Has shown inadequate ability to manage workload of department.</p> <p>Disregards the administrative responsibilities of his/her role.</p> <p>Does not anticipate potential pitfalls and make contingency plans.</p> <p>Misses desired budget results and demonstrates poor ability to properly forecast.</p>	<p>Should work to improve individual and departmental productivity.</p> <p>Often misses desired budget results, deadlines and/or project plans.</p> <p>Needs to maintain better documentation and records.</p>	<p>Is a methodical planner and organizer.</p> <p>Creates effective departmental plans and contingency plans resulting in the achievement of short-term and long-term goals.</p> <p>Administrative records and documentation are well maintained.</p>	<p>Anticipates potential pitfalls very well and is able to effectively minimize impact on delivery of goals and budget results.</p> <p>Utilizes sharp organizational skills to maximize use of available resources.</p> <p>Develops effective systems to manage records, documentation and information.</p>	<p>Flawless execution of strategic directives and initiatives.</p> <p>Extraordinary ability to increase productivity through organization efforts.</p> <p>Makes significant administrative process improvements.</p>

**Specific Examples:**

**Self Management and Initiative:** The ability of the individual to prioritize, plan and then reach a goal or perform a task with little supervision or direction, and to take action without being prompted to do so in order to solve an issue or achieve results, once competent in the skill. This competency asks the question "How successful are you at anticipating needs and achieving results on the basis of your own initiative?"

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Needs Improvement</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>	<b>Above Average</b> <input type="checkbox"/>	<b>Outstanding/Exceptional</b> <input type="checkbox"/>
<p>Has proved unable to meet goals.</p> <p>Requires constant supervision and management intervention.</p>	<p>Asks for many extensions to achieve goals.</p> <p>Needs to do a better job of anticipating needs and taking appropriate actions.</p>	<p>Adequate level of self-directed behavior.</p> <p>Anticipates needs well and is good at prioritizing and planning.</p>	<p>Very self directed.</p> <p>Demonstrates a sheer desire to excel.</p>	<p>Requires no supervision and inspires others to achieve results by example.</p> <p>Has a healthy, take-charge approach.</p>

**Specific Examples:**

**Quality of Work, Technical Ability and Adherence to Standards:** The ability of the individual to deliver thorough, accurate and complete work products that conform to accepted standards, policies and procedures. This competency asks the question, "How well do you understand standards and requirements, and deliver complete and accurate work products consistent with such?"

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Needs Improvement</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>	<b>Above Average</b> <input type="checkbox"/>	<b>Outstanding/Exceptional</b> <input type="checkbox"/>
Individual and/or department consistently deliver incomplete or inaccurate work that does not conform to standards.	Individual and/or department needs to improve accuracy of work and ensure that work is thorough and compliant.	Work product of the individual and department is error free work and conforms to standards.	Individual and department consistently deliver above average, complete, error free work that conforms to standards and demonstrates a high level of technical competence.	Work product of the individual and the department is extremely thorough and accurate and far exceeds expected standards.
Individual and/or department violate policies and procedures on a routine basis.	Individual and/or department needs to develop a clearer understanding of policies and procedures.	Individual and/or department understand and follow policies and procedures.	Individual and department are compliant with policies and procedures.	Individual and department are exceedingly compliant and seek to improve policies and procedures.
Demonstrates technical incompetence.	Individual and/or department need improvement in the technical areas of the job.	Individual and department demonstrate technical competence.		Technical competence of the individual and department is superb.

**Specific Examples:**

**Interpersonal Skills, Teamwork and Collaboration:** The ability and willingness of the individual to develop positive relationships, work with others in order to agree on a common goal, and manage his/her emotions in the workplace. This competency asks the question "How effectively do you relate with others and does your behavior foster cooperation and collaboration?"

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Needs Improvement</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>	<b>Above Average</b> <input type="checkbox"/>	<b>Outstanding/Exceptional</b> <input type="checkbox"/>
Has failed to manage emotions in the workplace.	Needs to improve ability to manage emotions and accept feedback.	Maintains good level of emotions and accepts feedback.	Always in control of his/her emotions and behavior.	Extremely versatile in ability to manage emotions.
Ineffective at building positive relationships and working well with others.	Needs to improve ability to work with others and gather input of others when solving a problem or goal.	Develops solid working relationships with others and is viewed as a team player.	Develops long lasting, effective relationships.	Is a master at relationship development and management.

**Specific Examples:**

**Problem Solving, Judgment and Decision Making:** The ability of the employee to: identify and assess a problem or complex situation, shrewdly draw sound conclusions, and take an effective course of action in a timely manner. It involves identifying relevant decision criteria and coming up with the best alternatives. This competency asks the question "How effectively do you evaluate an issue or situation and develop the best possible innovative solution by utilizing your intellect, insight and deliberation skills in a timely manner?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
<p>Escalates issues inappropriately or leaves problems unresolved on a regular basis.</p> <p>Displays a closed mind in judgment process.</p> <p>Takes an excessive amount of time to make simple and complex decisions.</p> <p>Does not demonstrate the ability to draw sound conclusions when faced with ambiguous or complex circumstances.</p>	<p>Needs to improve judgment and creativity in solving problems.</p> <p>Often takes too long to solve problems and make decisions.</p> <p>Needs to improve in the ability to handle multiple problems at one time.</p> <p>Often makes decisions that are questionable.</p> <p>Needs to demonstrate more openness and objectivity in judgment.</p>	<p>Effectively analyzes problems and is deliberate in making judgments and solid decisions.</p> <p>Takes an appropriate amount of time to make simple and significant decisions.</p> <p>Often contributes fresh ideas and seeks alternative solutions.</p> <p>Draws solid conclusions when faced with ambiguous or complex circumstances.</p>	<p>Is creative and resourceful in solving problems.</p> <p>Consistently makes very effective decisions quickly.</p> <p>Probes to ensure that all avenues are explored while carefully considering the consequences.</p> <p>Displays very keen judgment skills even when faced with the most complex circumstances.</p>	<p>Prevents potential problems from progressing.</p> <p>Takes a pro-active approach to creating solutions to the most complex problems.</p> <p>Demonstrates an expert level of creative thinking and judgment.</p> <p>Makes excellent decisions quickly while considering a wide range of options in decision making.</p>

**Specific Examples:**

**Flexibility, Adaptability and Versatility:** The ability and willingness of the individual (irrespective of personal comfort) to change, learn new tasks and adapt to new situations. This competency asks the question, "How willing and able are you to adapt to change?"

Unsatisfactory <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Above Average <input type="checkbox"/>	Outstanding/ Exceptional <input type="checkbox"/>
<p>Does not adapt well to changes in deadlines, priorities, nature of assignments, responsibilities or changes in organization structure.</p> <p>Perceives change as negative and fails to demonstrate flexibility and versatility.</p>	<p>Needs to demonstrate better ability to acclimate to changes in deadlines, priorities, nature of assignments, responsibilities and organization structure.</p> <p>Must show willingness to try new methods.</p>	<p>Welcomes constructive change and demonstrates flexibility in adapting to change.</p> <p>Deals well with changing and competing priorities, deadlines, nature of assignments, responsibilities and organization structure.</p>	<p>Demonstrates a broad level of skill in acclimating to change and is a very versatile and flexible worker.</p> <p>Is always willing to take on new responsibilities.</p>	<p>Champions change and constantly shows initiative in seeking new and improved methods.</p> <p>Approaches change as necessary for growth.</p> <p>Constantly seeks new challenges.</p>

**Specific Examples:**

### OPPORTUNITIES FOR IMPROVEMENT & DEVELOPMENT:

Identify areas needing improvement and opportunities for professional development during the upcoming review period. Include the action plan necessary in order to achieve the desired outcome, and the expected result. Focus on the actions that can be taken to improve performance and support continued professional development.

Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:
Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:
Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:
Developmental Goal:	Action Plan:	Expected Results:  Expected Completion Date:

### OVERALL PERFORMANCE RATING:

Assign an overall performance rating for this review period based on the employee's performance of overall job responsibilities, competencies, special projects and other assigned goals. Be sure to factor in the performance for the entire year, not just recent events. Refer to the last page for detailed performance rating definitions.

- ☐ **Outstanding/Exceptional** – Performance consistently far exceeds job requirements.
- ☐ **Above Average** – Performance consistently meets and frequently exceeds job requirements.
- ☐ **Satisfactory** – Performance fully meets job requirements.
- ☐ **Needs Improvement** – Performance meets some, but not all, job requirements.
- ☐ **Unsatisfactory** – Performance is well below job requirements.

#### Note:

If an employee receives an Unsatisfactory or Needs Improvement rating please consult with HR. At a minimum, a Performance Improvement Plan ("PIP") must be written within 15 business days. If significant improvement is not recognized, termination of employment may result.

**SIGNATURES:**

**Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**2<sup>nd</sup> Level Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**EMPLOYEE COMMENTS:**

Please feel free to provide comments in response to any portion of the performance appraisal feedback.

## **Performance Rating Definitions**

**Outstanding/Exceptional** - Truly superior performance that results in extraordinary and exceptional accomplishments with significant contributions to objectives of the department, division, market or company. Performance consistently far exceeds job requirements, expectations and other key objectives of the position. Makes significant contributions well beyond normal job responsibilities. Goes above and beyond the expectations of the position on a regular basis. Demonstrates excellent self-management skills and is a role model for others. Possesses exemplary performance development capability, produces highly effective teams, and demonstrates extraordinary management skills. Is highly productive, accountable, goal oriented, and responsive. Contributes in a superior manner to innovations, both technical and functional. Active in industry-related professional and/or community groups.

**Above Average** - Performance consistently meets and frequently exceeds all relevant performance standards. Often generates results above those expected of the position and exceeds performance objectives on a regular basis. Employee is making a valuable contribution to the company. Shows strong management skills, is highly collaborative and has strong self-management skills.

**Satisfactory** - Performance meets all the key requirements/expectations and key objectives of the position. Good performance that may, on occasion, exceed expectations. Employee is competent and is satisfactorily performing the job. Meets all relevant performance standards. Seldom exceeds or falls short of desired results. Solid performer.

**Needs Improvement** - Performance does not adequately accomplish objectives nor fulfill all responsibilities, key requirements/expectations and objectives of the position. Sometimes meets the performance standards. Seldom exceeds and often falls short of desired results. Progress is being made, but improvement is necessary. This performance level may be the result of a new or inexperienced incumbent on the job, or an incumbent not responding favorably to instruction. Performance must improve within a designated time period.

**Unsatisfactory** - Performance fails to meet the minimum requirements/expectations and objectives of the position. Lowest performance level which is clearly unacceptable and well below expectations. Employee does not accomplish most or all position objectives and consistently falls short of performance standards. Situation requires immediate review and action. Possible separation or reassignment is in order without significant and immediate performance improvement.